

**NEWS RELEASES ON ASSESSMENT, ACCOUNTABILITY
AND STANDARDS
2009-2012
Kentucky Department of Education**



FOR IMMEDIATE RELEASE
February 11, 2009

No. 09-009
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BOARD DISCUSSES TESTING, LEADERSHIP, LEGISLATION

(FRANKFORT, Ky.) – At its regular meeting Tuesday and Wednesday, the Kentucky Board of Education heard presentations, had in-depth discussions and made decisions on a number of items.

Board members agreed to formally accept the position paper on assessment and accountability, which outlines the direction for the next generation of the state's public school testing and accountability system.

The board heard a presentation on the Harvard Executive Leadership Project, which involves the Boone, Daviess, Jefferson and Kenton County school districts.

To recognize the contributions of former Education Commissioner Jon E. Draud to Kentucky's public education system, the board approved a resolution in his honor and presented him with commemorative gifts.

Other reports and presentations included:

- the status of the Covington Independent and Union County school and district support plans
- an update on Kentucky's adolescent literacy plan
- 2009 elementary and secondary education legislation
- 2010-2012 biennial budget

The board took the following actions:

- agreed to approve the continued removal, by razing, of Lee Hall on the campus of the Kentucky School for the Deaf and the declaration of two additional land parcels on campus as surplus property
- approved revisions to state regulations related to nutrition and health services
- agreed to grant waivers of the March 1 deadline for allocations to school councils
- agreed to rescind the declaration of emergency for the Covington Independent school district, based on the district's improved financial health
- gave final approval to 702 KAR 4:160, the state regulation related to the capital construction process

- gave final approval to 702 KAR 7:065, the state regulation related to interscholastic athletics; includes changes to the Kentucky High School Athletics Association's constitution, bylaws and tournament rules
- approved district facility plans for Fayette, Lincoln, Mercer, Muhlenberg and Powell counties
- approved local district tax rates levied for Boyd, Green and Martin counties
- agreed to hold items on the board's legislative agenda related to high school dropouts until full implementation of a nationwide graduation rate calculation occurs

The board also discussed the criteria for the next commissioner of education. In general, the board will seek candidates who have led large organizations, demonstrate a vision of high-quality education, understand Kentucky's culture and environment, demonstrate a commitment to producing measurable results in low-performing schools, have a proven record of addressing achievement gap issues and more.

The board plans to interview search firm candidates on March 5 in Louisville.

The board's next regular meeting will be March 4 at the Kentucky School for the Blind in Louisville. More information about the board is available at <http://www.kde.state.ky.us/KDE/Administrative+Resources/Kentucky+Board+of+Education/default.htm>.

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FOR IMMEDIATE RELEASE
December 10, 2009

No. 09-101
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BOARD DISCUSSES COURSE CODES, STANDARDS, LEGISLATION

(FRANKFORT, Ky.) – At its regular meeting on Wednesday and Thursday, the Kentucky Board of Education took action and heard presentations on a number of items.

The board approved directing the Kentucky Department of Education to work with the appropriate stakeholders to develop an administrative regulation requiring the use of Uniform Academic Course Codes. The codes will provide benefits to school districts as they work to comply with statutory and regulatory requirements, meet student needs, provide data and report information.

The board also approved directing the Department of Education to use end-of-course assessments for Kentucky's public high school assessment program to fulfill Senate Bill 1 goals.

The board endorsed the department's effort to develop a statewide common evaluation system that will link teacher and administrator effectiveness to the following:

- Student Achievement
- Working Conditions
- Differentiated Compensation

The evaluation system is necessary to improve the quality of teachers and administrators in Kentucky's schools and significantly improve student learning.

The board approved proposed revisions to 703 KAR 5:060, a regulation related to the interim assessment process. The revisions focus on data collection and support for improving graduation rates in the state's public schools.

For the board's legislative agenda, a motion was made to take out an item related to adding chronic, low student academic performance as a cause for removal of a superintendent or local school board member. The motion did not pass, and the legislative agenda was adopted as presented.

The board took the following actions:

- approved the district facility plan for Jenkins Independent
- approved district facility plan amendments for Graves County, Mercer County and Newport Independent
- approved 2009-10 local district tax rates levied
- gave final approval to 702 KAR 6:100, a regulation related to appeals procedures for nutrition and health services programs
- approved the 2010 Facility Unmet Needs Report

The board heard presentations on a variety of items:

- regulations related to the Program of Studies and minimum high school graduation requirements
- the Annual Report of the Kentucky Educational Collaborative for State Agency Children (KECSAC)
- a regulation related to school district insurance policies
- Kentucky High School Athletics Association (KHSAA) annual reporting requirements
- update on Title IX from KHSAA

The Kentucky Board of Education, the Education Professional Standards Board and the Council on Postsecondary Education will hold a joint meeting on February 10 in Frankfort. More

information about the board is available at

<http://www.kde.state.ky.us/KDE/Administrative+Resources/Kentucky+Board+of+Education/default.htm>.

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FOR IMMEDIATE RELEASE
February 10, 2010

No. 10-008
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BOARD APPROVES REGULATIONS RELATED TO STANDARDS, GRADUATION

(FRANKFORT, Ky.) – At its regular meeting on Wednesday and Thursday, the Kentucky Board of Education took action and heard presentations on a number of items.

The board gave final approval to revisions to 704 KAR 3:303, the state regulation that outlines the requirements for the *Program of Studies for Grades Primary-12*. The regulation has been modified to change the name of the document to *Kentucky's Core Academic Standards*. The board's action also replaces the mathematics and reading/language arts standards in the current *Program of Studies* with new Common Core Standards being developed in collaboration with other states in order to implement the changes required by 2009's Senate Bill 1 (KRS 158.6453).

At 5:30 this evening, the board, along with the Council on Postsecondary Education and the Education Professional Standards Board, will meet in a special joint session to sign a resolution directing the staffs of their respective agencies to implement the final Common Core Standards,

The board also gave final approval to 704 KAR 3:305, the state regulation governing minimum requirements for high school graduation. The regulation has been revised to make it consistent with the changes recommended for 704 KAR 3:303 (Required program of studies), provide guidance and clarity on mathematics requirements and require a transitional course for

any student not meeting benchmarks set by the Council on Postsecondary Education in mathematics and English/language arts.

The board approved revisions to 703 KAR 5:060, the state regulation governing the interim school assessment process. These revisions are designed to make the regulation consistent with the mandates of House Bill 176 (passed in the 2010 session of the General Assembly) and state regulation 703 KAR 5:180 (Interim assessment process).

The board took the following actions:

- approved the appointment of Jefferson County parent Jayne Seif to the Kentucky School for the Blind Advisory Board
- approved district facility plans for Owsley County, Anchorage Independent and Burgin Independent
- approved 2009-10 local district tax rates levied
- approved 2009-10 local district working budgets
- gave final approval to state regulation 702 KAR 3:030, which governs property insurance requirements for school districts
- granted all school districts a waiver of the March 1, 2010, deadline for allocations to school-based decision making councils

The board heard presentations on a variety of items:

- the state's biennial budget
- uniform academic course codes
- the school council allocation formula

The Kentucky Board of Education's next regular meeting is set for April 13 and 14 in Frankfort.

##

No. 10-009

NEWS OPPORTUNITY ADVISORY

February 10, 2010

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KENTUCKY ACCEPTS CORE ACADEMIC STANDARDS

(FRANKFORT, Ky.) – In joint meeting this evening, the chairs of the Kentucky Board of Education, the Council on Postsecondary Education and the Education Professional Standards Board signed a resolution directing their respective agencies to implement the Common Core State Standards in English/language arts and mathematics, formalizing Kentucky's agreement to integrate the standards into the state's public education system.

With this action, Kentucky becomes the first state to formally accept the standards. Higher, clearer and more in-depth academic standards are required by Senate Bill 1, passed by the 2009 Kentucky General Assembly and codified as KRS 158.6451.

"This is an historic moment for Kentucky," said Kentucky Board of Education Chair Joe Brothers. "With the implementation of the Common Core State Standards, teachers and administrators will have a blueprint to move the state forward in P-12 education. This is just the beginning of Kentucky's next chapter of education reform, and it reflects the mandates of the state's legislature – specifically, Senate Bill 1 -- and our application for federal Race to the Top funding."

"The Common Core Standards come at an opportune time for us at EPSB as we forge ahead to meet the charges set forth by Senate Bill 1," said EPSB Chair Lorraine Williams. "To truly make a difference in Kentucky's students' ability to demonstrate what they know and are able to do and to make them more competitive in the marketplace, it is a refreshing move to narrow the number of standards taught at each level. EPSB is excited to be part of this cutting edge initiative and looks forward to working with our university partners to ensure that our undergraduate and graduate teacher preparation programs embrace the Common Core Standards and prepare a stronger workforce capable of teaching the curriculum to a deeper, more rigorous level."

"Kentucky is once again at the forefront in education reform," said CPE Chair Paul Patton. "I am very pleased with the level of cooperation and commitment by Kentucky's policy and education leaders in the development of these draft content standards. Consistent academic standards, aligned to college and work expectations, will help our students reach higher levels of success."

Launched in 2009, the Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). Governors and state commissioners of education from 48 states, two

territories and the District of Columbia committed to developing a common core of state standards in English/language arts and mathematics for grades K-12.

CCSSO and NGA plan to release the final version of the standards in early spring.

The action by the three Kentucky boards is the beginning of the work of integrating those standards into the state's curriculum guidelines, teacher preparation programs and higher education activities.

This action meets the mandate of Senate Bill 1, passed by the 2009 General Assembly, to revise Kentucky's academic standards to:

- focus on critical knowledge, skills and capacities needed for success in the global economy
- result in fewer, but more in-depth standards to facilitate mastery learning
- communicate expectations more clearly and concisely to teachers, parents, students and citizens
- be based on evidence-based research
- consider international benchmarks
- ensure that the standards are aligned from elementary to high school to postsecondary education so that students can be successful at each education level

These standards are the “best of the best” of state academic requirements. They focus on knowledge like multiplication, equations, reading comprehension, language rules and more. But, they also require that students learn how to solve problems and think creatively. To help teachers successfully implement the standards, state agencies and partner groups will provide support and training starting in the summer of 2010.

Teachers will begin to provide instruction related to the standards in the fall of 2011. Students will be assessed on the Common Core Standards beginning in the spring of 2012.

The Common Core State Standards will enable participating states to:

- articulate to parents, teachers, and the general public expectations for students
- align textbooks, digital media and curricula to the internationally benchmarked standards
- ensure professional development for educators is based on identified need and best practices
- develop and implement an assessment system to measure student performance against the common core state standards
- evaluate policy changes needed to help students and educators meet the common core state college and career readiness standards

More information about the Common Core State Standards initiative is available at

<http://www.corestandards.org/>.

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BOARD DISCUSSES ACCOUNTABILITY SYSTEM

(FRANKFORT, Ky.) – At its regular meeting on Wednesday, the Kentucky Board of Education heard presentations and took action on a number of items.

The board held an in-depth discussion about Kentucky's new assessment and accountability system, which is mandated by 2009's Senate Bill 1. Staff at the Kentucky Department of Education presented a concept paper for the new system, which includes indicators related to next-generation learners, next-generation professionals, next-generation support systems and next-generation schools and districts. (See attachment for more details.)

The board approved a regulation that repeals another state regulation that provides guidelines for the Highly Skilled Educator (HSE) program. Since the HSE program will be replaced by a new assistance program, the regulation related to its guidelines must be repealed.

In a related move, the board gave final approval to state regulation 703 KAR 5:190, which outlines the provision of education assistance to schools and school districts.

The board also approved its legislative agenda in preparation for the 2011 session of the Kentucky General Assembly.

In recognition of her dedication to the students of Kentucky, the board presented Helen W. Mountjoy with the Dr. Samuel Robinson Award. Mountjoy is a former secretary of the Education and Workforce Development Cabinet and was a longtime member of the Kentucky Board of Education, serving as chair of the board for many years.

The board took the following actions:

- approved its Strategic Plan Goals and Commissioner of Education's Goals
- approved the commissioner's 2009-10 evaluation document (see attachment for more details)
- approved the revised *KBE Policy Manual*
- approved the district facility plan for the Knott County school district
- approved 2010-2011 local district tax rates levied
- approved the site for the proposed new Pre-K Center in the Elizabethtown Independent school district
- approved the site for the proposed new middle school in the Paducah Independent school district
- approved the guidelines for requesting the use of capital funds for FY2010-11 and FY2011-12

The board heard presentations on the following items:

- English-Language Learners (ELLS): Focus on Closing the Achievement Gaps

- the Board Examination System
- Title IX deficiencies for schools audited during the 2009-10 school year and recommendations for 2010-11 from the Kentucky High School Athletics Association
- the pupil attendance regulation
- the 2010-2012 Biennial Budget

The Kentucky Board of Education's next regular meeting is scheduled for December 8 in Frankfort.

##

NEWS RELEASE

No. 10-076

December 8, 2010

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BOARD ADOPTS WHITE PAPER

(FRANKFORT, Ky.) – At a study session on Tuesday and its regular meeting on Wednesday, the Kentucky Board of Education heard presentations and took action on a number of items.

The board agreed to adopt a white paper called *Goals and Guiding Principles for Accountability in Kentucky's Public Education System*. The board agreed to incorporate language related to international and national benchmark attainment and to reinforce differentiated teaching and learning. The board also discussed a separate Program Review for world languages. The document will serve as a foundation piece on which decisions will be made regarding the new public school accountability model required by 2009's Senate Bill 1.

The board also had discussion on the preliminary regulatory language for Kentucky's new accountability model and on remaining accountability issues.

The board gave final approval to state regulation 702 KAR 7:125, which relates to pupil attendance. Changes to the regulation include:

- Beginning with the 2010-11 school year, attendance calculations will change from Full Time Equivalency (FTE) to whole day/half day. Daily attendance will now be represented as 0%, 50% or 100%. There will be no changes in the way daily attendance is entered at the district level. This change is a technical correction to show that 35% absent is a Tardy, with the student receiving a full day of attendance.
- The requirement in the regulation for districts to submit copies of their written nonresident pupil contracts to KDE has been removed, as this is not required by statute. The change in the regulation would require that contract information be kept on file at both the attending and resident districts.

- The definitions for student ethnicity have been changed to align with those required by the federal government for state and federal reporting purposes.

The board also discussed the identification of low-achieving schools and districts in corrective action status under the federal No Child Left Behind (NCLB) Act, along with the provisions of KRS 160.346 and the related regulations that affect these schools and districts.

The board took the following actions:

- approved district facility plans for the Breckinridge County, Carroll County, Scott County, Washington County and Frankfort Independent school districts
- approved a district facility plan amendment for Taylor County
- approved 2010-2011 local district working budgets
- approved a waiver of state regulation 702 KAR 5:060, Section 6 (2) for the Ft. Thomas Independent school district

The board presented three awards at this meeting:

- the Kevin M. Noland Award to Sally Sugg, former director of the KDE Division of District 180
- the Joseph W. Kelly Award to Helen M. Carroll, manager of Community Relations for Toyota Motor Engineering and Manufacturing, North America, Inc.
- the Dr. Johnnie Grissom Award to the LaRue County school district

The board heard presentations on the following items:

- Program Reviews
- National Association of State Boards of Education (NASBE) Obesity Prevention Project Grant
- Students with Disabilities: Focus on Closing Achievement Gaps
- the designation of an agent to manage high school interscholastic athletics
- revisions in Kentucky High School Athletic Association (KHSAA) bylaws
- the commissioner's and board's expenses

The Kentucky Board of Education's next regular meeting is scheduled for February 1 in Frankfort.

##

NEWS RELEASE

No. 11-007

January 18, 2011

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HOLLIDAY OPPOSES DELAY OF SB 1 IMPLEMENTATION

(FRANKFORT, Ky.) – In a letter sent to legislative leaders, Kentucky Education Commissioner Terry Holliday opposes any moves to slow down implementation of or redirect funding for 2009's Senate Bill 1 (SB 1).

The letter was delivered via e-mail to Senate President David Williams and Speaker of the House Greg Stumbo on Friday. Gov. Steve Beshear, Rep. Carl Rollins (chair of the House Education Committee), Sen. Ken Winters (chair of the Senate Education Committee) and members of the Kentucky Board of Education also received copies of the letter.

Holliday sent the letter to counter calls to slow down implementation and use any funding directed for SB 1 for other purposes.

In the letter, Holliday notes that SB 1 is a top priority for the Kentucky Department of Education and Kentucky Board of Education, because students and teachers need an education system that will prepare children for the competitive world environment.

"I know of no more important expenditure of funds than to prepare our children for their future," Holliday said.

Senate Bill 1, passed in the 2009 session of the Kentucky General Assembly, is a comprehensive piece of legislation that addresses many items in the area of public school assessment and accountability. The bill, which revised 14 existing laws and created one new statute, requires that a new system of public school assessment and accountability be implemented in the 2011-12 school year.

Although the bill did not specify funding for implementation, monies in the P-12 education budget have been redirected for that purpose, including professional development funds.

The full letter to Sen. Williams and Rep. Stumbo is attached.

##

NEWS RELEASE

No. 11-014

February 2, 2011

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BOARD DISCUSSES ACCOUNTABILITY

(FRANKFORT, Ky.) – At its regular meeting on Wednesday, the Kentucky Board of Education heard presentations related to the proposed accountability system for the state's public schools and districts.

The board heard details about a proposed accountability model that would be adopted through a state regulation. The model would hold schools and districts accountable for student achievement; closing achievement gaps; showing growth/progress; college and career readiness (middle and high schools); and graduation rates (high schools).

Schools and districts could receive an overall, weighted score that would combine raw scores from each of those areas. Schools and districts also could be classified as “Distinguished,” “Proficient,” “Needs Improvement” or “Persistently Low-Achieving,” depending on their overall, weighted scores and other variables.

A document describing the proposed accountability model is attached to this news release. The board will continue its discussion at its April meeting.

The board also discussed recognition, assistance and consequences for schools and districts, based on their performance and standings in the proposed accountability model.

The board heard a presentation related to career readiness from the Kentucky Association of Career and Technical Education, which provided recommendations on assessment and implementation.

The board voted to support Education Commissioner Terry Holliday’s call to continue as planned with the implementation of mandates from 2009’s Senate Bill 1.

The board took the following actions:

- approved district facility plans for the Bath County, Hazard Independent and Fulton Independent school districts
- approved 2010-2011 local district tax rates levied
- gave final approval to 702 KAR 7:065, the regulation related to high school interscholastic athletics
- approved the appointment of J. Gary Mudd of Louisville to the Kentucky School for the Blind Advisory Board
- approved the appointment of Hardin County teacher Vasco Perry to the State Textbook Commission

The Kentucky Board of Education’s next regular meeting is scheduled for April 13 in Frankfort.

##

NEWS RELEASE

No. 11-017

February 7, 2011

MEDIA CONTACT: Lisa Y. Gross**Office:** (502) 564-2015 **Cellular:** (502) 330-5063 **E-mail:** lisa.gross@education.ky.gov**HOLLIDAY WANTS COLLEGE/CAREER IMPROVEMENT PLEDGE**

(FRANKFORT, Ky.) – Kentucky Education Commissioner Terry Holliday is calling on public school district superintendents and local board of education chairs to sign a pledge to improve college and career readiness in their high schools.

On Friday, Holliday sent letters to superintendents and board of education chairs, asking them to pledge to increase the rates of college and career readiness in their high schools by 50 percent by 2015. The “Commonwealth Commitment to College and Career Readiness” pledge includes a goal statement designed to be tailored to each school district.

“College and career readiness is one of the most critical issues in Kentucky,” said Holliday. “The very future of Kentucky’s economy depends on our ability to prepare students for college and careers. We must not let our students down.”

Based on data collected in the 2009-10 school year, 34 percent of Kentucky’s public high school students are considered ready for college and careers.

With the passage of Senate Bill 1 (SB 1) in 2009, legislative leaders indicated their keen awareness for progress in this area. SB 1 requires that P-12 and postsecondary education leaders produce a plan to reduce remediation of high school graduates entering college by 50 percent. The plan includes acceleration, interventions, advising and supports for persistence to graduation.

In September 2010, campus presidents from Kentucky’s colleges and universities signed a [resolution](#) pledging their commitment to be full partners with the Kentucky Department of Education in preparing high school graduates to be college- and career-ready.

SB 1 also mandates a new state accountability system for public schools that will include a college and career readiness measure to emphasize the importance of schools focusing on marked improvement in this area.

KDE will share statewide strategies to help districts deliver on this commitment and help increase college and career readiness across the Commonwealth. KDE also will track the responses and provide information about the status of the signed pledges.

See the attached document for the letter, pledge and background on this initiative.

##

NEWS RELEASE
No. 11-035

April 13, 2011

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BOARD APPROVES ACCOUNTABILITY REGULATION

(FRANKFORT, Ky.) – At its regular meeting on Wednesday, the Kentucky Board of Education approved the state regulation that defines the first component of the state’s new accountability system for public schools.

The new regulation – 703 KAR 5:200 – outlines the Next-Generation Learners component of the overall accountability system mandated by 2009’s Senate Bill 1. The regulation provides details on how student test results, efforts to close achievement gaps, student academic progress, college/career readiness and graduation rates will be used to gauge public schools and school districts.

The board made a few minor changes to the regulation, which now moves through the standard process for approval of all state regulations.

The board heard discussion of another new state regulation (703 KAR 5:220) that outlines how schools and districts will be classified under the new accountability system. The regulation also provides guidelines related to support for struggling schools. The board will continue discussion of this regulation at its June meeting.

The board also discussed content for a regulation related to Program Reviews and heard information about the expansion of the AdvanceKentucky program.

The board took the following actions:

- voted to approve a resolution supporting the Commonwealth Commitment to College and Career Readiness Pledge
- agreed to uphold Education Commissioner Terry Holliday's decision related to the disbanding of the Christian County High School school-based decision making council
- approved the appointment of (Ms.) Dana Guyer of Louisville as an at-large member of the Kentucky High School Athletics Board of Control
- approved a request for an alternative school-based decision making council model for Mt. Sterling Elementary in Montgomery County
- approved the selection of [EdisonLearning](#) and [Mosaica Turnaround Partners](#) as external management organizations, as enabled by KRS 160.346 for assistance to low-performing schools
- approved the Kenton County Board of Education's request for a waiver of a section of state regulation 704 KAR 3:340, which outlines criteria for the Commonwealth Diploma
- approved the Paducah Independent Board of Education's request for a waiver of a section of 704 KAR 3:305, which outlines the minimum requirements for high school graduation

The board heard an appeal of the commissioner's decision related to the 2011-12 nonresident student agreement between the Harlan County and Harlan Independent school districts. After presentations from both districts, discussion and deliberation, the board agreed to uphold the commissioner's decision on this issue.

The board heard presentations and had discussions on these items:

- recommendations from the Governor's Transforming Education in Kentucky Task Force
- 2010-2012 biennial budget
- 2011 elementary and secondary legislation
- state regulation 702 KAR 6:110, Claim Reimbursement for School and Community Nutrition
- an audit update and review of the commissioner's and board's expenses
- state regulation 704 KAR 3:340, Locally Awarded Certificates of Merit (formerly Commonwealth Diploma Program)

The Kentucky Board of Education's next regular meeting is scheduled for June 8 in Frankfort. The board will hold a work session on June 7 at 1 p.m. in Frankfort.

##

NEWS RELEASE

No. 11-036

April 14, 2011

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KENTUCKY SCHOOL DISTRICTS PLEDGE IMPROVEMENT

(FRANKFORT, Ky.) – All P-12 public school district superintendents and local boards of education have signed a pledge to improve college and career readiness in their high schools by 2015.

In early February, Kentucky Education Commissioner Terry Holliday asked superintendents and board of education chairs to pledge to increase the rates of college and career readiness in their high schools by 50 percent by 2015. The “Commonwealth Commitment to College and Career Readiness” pledge includes a goal statement designed to be tailored to each school district.

By early April, all of the state’s 169 P-12 school districts had signed the pledge. (In Kentucky, five public school districts do not contain high schools.) At its April 13 meeting, the Kentucky Board of Education issued a resolution commending local school officials for signing the pledge.

“Kentucky’s school districts recognize that preparing students for life after high school is not a new concept,” said Holliday. “What’s different now is the focus of educators, business and government on universal success for all children, rather than just providing access to opportunities.

“Kentucky has about 50,000 8th graders in its public school system,” he said. “If we don’t do something different, about 25 percent of those 8th graders will not graduate from high school in 2015. That is more than 12,000 students who will not graduate and will be competing for about 8 percent of the jobs available -- and those jobs will most likely not pay a living wage.”

Based on data collected in the 2009-10 school year, 34 percent of Kentucky’s public high school students are considered ready for college and careers.

With the passage of Senate Bill 1 (SB 1) in 2009, legislative leaders indicated their keen awareness for progress in this area. SB 1 requires that P-12 and postsecondary education leaders produce a plan to reduce remediation of high school graduates entering college by 50 percent. The plan includes acceleration, interventions, advising and supports for persistence to graduation.

In September 2010, campus presidents from Kentucky’s colleges and universities signed a [resolution](#) pledging their commitment to be full partners with the Kentucky Department of Education in preparing high school graduates to be college- and career-ready.

SB 1 also mandates a new state accountability system for public schools that will include a college and career readiness measure to emphasize the importance of schools focusing on marked improvement in this area.

KDE will share statewide strategies to help districts deliver on this commitment and help increase college and career readiness across the Commonwealth. KDE also tracked the responses to the pledge and provided a map indicating which districts had signed.

See the attached documents for the pledge and the Kentucky Board of Education's resolution.

##

NEWS RELEASE

No. 11-037

April 15, 2011

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KENTUCKY SELECTS ASSESSMENT VENDOR

(FRANKFORT, Ky.) – Kentucky has contracted with [NCS Pearson, Inc.](#) to provide content-area tests for public school grades 3 through 8 and for writing assessments at the high school level.

Pearson currently provides large-scale assessment services in more than 25 states and for the U.S. Department of Education. The company will provide project management; test development; administration materials; test scoring and resolution; data files; score reporting; quality assurance; security; and technical specifications. The initial contract period of April 15, 2011, through June 30, 2012, is for a total of \$7,661,811 and may be renewed for three additional two-year periods.

Pearson will provide blended criterion-referenced and norm-referenced tests in reading, mathematics, science, social studies and writing for grades 3 through 8 and writing on-demand tests for high schools.

Senate Bill 1, enacted in the 2009 Kentucky General Assembly, requires a new public school assessment program beginning in the 2011-12 school year. The legislation requires the use of specific types of content-area tests for grades 3-8 and for high schools. These new assessments will be administered in 2012 during the last 14 days of school in a district's instructional calendar.

The Kentucky Board of Education has adopted an end-of-course (EOC) assessment program for high school. The procurement process for the EOC exams is ongoing.

Definitions:

Criterion-Referenced Test – an assessment that determines how well a student has learned a particular set of knowledge and skills or standards.

Norm-Referenced Test – an assessment that enables comparisons of a student’s performance to the performance of other students.

On-Demand – an assessment in which students are presented with a “prompt” (a question or scenario), then asked to write about that.

NEWS RELEASE

No. 11-040

May 6, 2011

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KENTUCKY SELECTS END-OF-COURSE VENDOR

(FRANKFORT, Ky.) – Kentucky has selected [ACT, Inc.](#) as its vendor for end-of-course (EOC) examinations for the state’s public high school students.

The contract period is from May 9, 2011, to June 30, 2012, and is for a total of \$5,486,700.

Senate Bill 1 (SB 1), enacted in the 2009 Kentucky General Assembly, requires a new public school assessment program beginning in the 2011-12 school year. The legislation allowed, with approval by the Kentucky Board of Education, an EOC assessment program at the high school level.

ACT, Inc. will provide assessments for English II, Algebra II, Biology and U.S. History through its [QualityCore®](#) program. The program is syllabus-driven and will include curriculum and instruction support materials. QualityCore® was developed based on research in high-performing classrooms that focus on the essential standards for college and career readiness.

The Kentucky Department of Education will provide information on how educators may access the instructional support materials for the four EOC courses in the coming weeks.

The EOC assessments will be administered throughout the year as students earn credits in each course. In addition to the EOC assessments, Kentucky students in grades 10 and 11 also will complete writing assessments provided by NCS Pearson.

The EOC assessments are part of the Next-Generation Learners component of the proposed accountability model for the state’s public schools and districts. The Next-Generation Learners component also includes subject-area tests in elementary and middle schools.

Kentucky also contracts with ACT, Inc. to provide the [Educational Planning and Assessment System](#) (EPAS), which includes the ACT for 11th graders, EXPLORE for 8th graders and PLAN for 10th graders.

##

NEWS RELEASE

No. 11-049

June 8, 2011

MEDIA CONTACT: Lisa Y. Gross

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BOARD REVIEWS REGULATIONS, DISCUSSES ACCOUNTABILITY

(FRANKFORT, Ky.) – At its study session and regular meeting on Tuesday and Wednesday, the Kentucky Board of Education discussed and made revisions to state regulations related to career readiness and accountability/support for schools and districts.

In its study session, on the topic of state regulation [703 KAR 5:200](#), the board approved a motion to give schools and districts an additional half-point of credit for each student who is deemed both college- and career-ready. This half-point would apply toward a school's or district's overall college/career readiness percentage.

In its review of proposed new state regulation 703 KAR 5:220, which outlines school and district accountability recognition and support, the board also agreed to revise the weights outlined in Section 2 of the regulation. These weights are related to an overall accountability score for schools and districts.

COMPONENT	ORIGINAL WEIGHT	NEW WEIGHT
Next-Generation Learners	60%	50%
Next-Generation Instructional Programs and Support	20%	30%
Next-Generation Professionals	20%	20%
Total Overall Score	100%	100%

More details on the accountability model are available on the Kentucky Department of Education's Unbridled Learning Web page.

The board took the following actions:

- voted to approve issuing extensions to local school board members elected in 2009 or appointed in 2010 and who have not yet completed required in-service training for 2010

- agreed to send correspondence to local school board members not elected in 2009 or appointed in 2010 and who have not yet completed required in-service training for 2010
- approved the 2012 local school board member In-Service Training Plan
- approved facilities plans for the Adair, Bullitt, Carter, Casey, Floyd, Franklin, Gallatin, Hancock, Harlan, Harrison, Hopkins, Jessamine, Knox, Letcher, Lewis, Livingston, Marion, Marshall, Mason, Meade, Morgan, Rowan, Simpson, Trigg and Union County school districts and the Barbourville, Bardstown, Beechwood, Bellevue, Berea, Bowling Green, Jackson, Middlesboro, Owensboro, Paris, Paintsville, Pikeville, Russellville and Somerset Independent school districts
- agreed direct the Ohio County Board of Education and Local Planning Committee to work with Kentucky Department of Education staff to identify appropriate methods to develop a revised facilities plan
- approved an amended facilities plan for the Jefferson County school district
- gave final approval to state regulation 702 KAR 6:110, the regulation related to claim reimbursement for school and community nutrition programs
- approved the 2012 Kentucky Minimum Specifications for School Buses
- approved the re-appointment of John W. Hardy, associate principal of Campbell County High School, to the State Textbook Commission
- approved the certification of nonpublic schools (*see list at the end of this news release*)
- approved the repeal of state regulation [704 KAR 3:340](#), which relates to the Commonwealth Diploma Program

The board heard an appeal of the commissioner's decision related to the nonresident student agreement for the 2011-12 school year between the Corbin Independent school district and the Knox County school district. After presentations from both districts, discussion and deliberation, the board agreed to uphold the commissioner's earlier decision on this issue.

The board heard presentations and had discussions on these items:

- the Teaching, Empowering, Leading and Learning (TELL) Kentucky Survey Results
- Program Reviews
- the 2010-2012 biennial budget
- annual reporting requirements for the Kentucky High School Athletics Association
- alternative education

The Kentucky Board of Education's annual retreat is scheduled for August 3 at the Kentucky School for the Deaf in Danville. The board will hold its regular meeting on August 4 in Frankfort.

NONPUBLIC SCHOOLS CERTIFIED BY THE KENTUCKY BOARD OF EDUCATION

ONE year (July 1, 2011 – June 30, 2012)

Christ the King Elementary, Lexington
 Prince of Peace Elementary, Covington
 Providence Christian Academy, Georgetown
 St. Camillus Academy, Corbin
 St. Henry Elementary, Erlanger

THREE years (July 1, 2011 – June 30, 2014)

Harvest Christian Academy, South Portsmouth

FOUR years (July 1, 2011 – June 30, 2015)

St. Joseph Academy Elementary, Walton
St. Leo Elementary, Versailles

FIVE years (July 1, 2011 – June 30, 2016)

Barkley Elementary, Ft. Campbell
Blessed Sacrament Elementary, Ft. Mitchell
Ft. Campbell High, Ft. Campbell
Holy Name Elementary, Henderson
Jackson Elementary, Ft. Campbell
Glasgow Christian Academy, Glasgow
Gloria Dei Lutheran School, Elizabethtown
Heritage Christian Academy, Hopkinsville
Lexington Montessori, Lexington
Lincoln Elementary, Ft. Campbell
Lucas Elementary, Ft. Campbell
Mahaffey Elementary, Ft. Campbell
Main Street Christian Education Center, Alexandria
Marshall Elementary, Ft. Campbell
Mary, Queen of Heaven Elementary, Erlanger
Mary, Queen of the Holy Rosary Elementary, Lexington
Northside Baptist Christian Elementary, Mayfield
Oneida Baptist Institute, Oneida
St. Augustine Elementary, Augusta
St. Francis of Assisi Elementary, Pikeville
St. Joseph Elementary, Cold Spring
St. Mary Elementary, Paris
St. Philip Elementary, Melbourne
Valor Traditional Academy, Louisville
Wassom Middle, Ft. Campbell

##

NEWS RELEASE

No. 11-064

August 4, 2011

MEDIA CONTACT: Lisa Y. Gross

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BOARD TAKES FINAL ACTION ON REGULATIONS

(FRANKFORT, Ky.) – At its regular meeting on Thursday, the Kentucky Board of Education took final action on two regulations related to the Kentucky Department of Education’s Unbridled Learning activities.

The board approved 703 KAR 5:220, the regulation related to school and district accountability recognition and support. This regulation defines how schools and districts will be classified under the new accountability system. The board agreed on weights for the three main components of the accountability model.

- **Next-Generation Learners** **70%**
(achievement, growth, gap, college/career readiness, graduation rate)
- **Next-Generation Instructional Support** **20%**
(Program Reviews)
- **Next-Generation Professionals** **10%**
(effective teachers and leaders)

The board approved 703 KAR 5:230, the regulation related to next-generation instructional programs and support. This regulation describes how Program Reviews will be included in the district and school accountability model and defines a timeline for implementation.

- 2011-12 school year – field testing and public reporting of Program Reviews in arts and humanities, practical living/career studies and writing
- 2012-13 school year – field testing and public reporting of Program Reviews in kindergarten through 3rd grade program evaluation and world language; inclusion of Program Reviews in arts and humanities, practical living/career studies and writing in accountability calculations
- 2013-14 school year – inclusion of Program Reviews in kindergarten through 3rd grade program evaluation and world language in accountability calculations

The board also agreed on a definition of career readiness, for which students are considered career-ready if they meet benchmarks for one requirement in the Career-Ready Academic area and meet one requirement in the Career-Ready Technical area.

- Career-Ready Academic – Armed Services Vocational Aptitude Battery (ASVAB) or ACT WorkKeys
- Career-Ready Technical – Kentucky Occupational Skills Standards Assessment (KOSSA) or industry certificates

The board also approved a waiver of section 2 of state regulation 704 KAR 3:305 (Minimum Requirements for High School Graduation) for districts involved in the State Consortium on Board Examination Systems (SCOBES) and the Partnership for Next Generation Learning (PNGL). This approval enables these districts to pursue instructional programs that provide greater opportunities to engage students and ensure higher numbers of college- and career-ready students.

SCOBES Participants

Estill Co.	Fayette Co.
Franklin Co.	Floyd Co.
Logan Co.	Graves Co.
Paris Ind.	Jessamine Co.
Todd Co.	Kenton Co.
	Madison Co.
<u>PNGL Participants</u>	McCracken Co.
Barren Co.	Scott Co. Co.
Boone Co.	Washington Co.
Boyle Co.	Williamstown Ind.
Danville Ind.	
Daviess Co.	
Eminence Ind.	

The board took the following actions:

- elected David Karem to serve as chair and Roger Marcum to serve as vice-chair for 2011-12.
- approved appointments to the Kentucky Writing Program Advisory Committee:
 - Amanda Burns, Beechwood Elementary (Beechwood Ind.)
 - Nan Ternes, North Middle (Henderson Co.)
 - Claire Batt, Athens-Chilesburg Elementary (Fayette Co.)
 - Natalie Croney, Bowling Green High (Bowling Green Ind.)
 - Synthia Shelby, Jefferson County resource teacher
- approved 2011-12 preschool funding rates
- approved a facility plan for the Paducah Independent school district
- approved 2010-11 local district working budgets
- approved the fiscal year 2012 Kentucky Education Technology System unmet need and expenditure plan
- approved convening a stakeholder group to study whether middle schools should be required to comply with Kentucky High School Athletics Association health and safety requirements
- agreed to set September 14 as the date for a hearing related to the removal of Bath County Board of Education member William Boyd

The Kentucky Board of Education's next regular meeting is scheduled for October 5 in Frankfort.

##

NEWS RELEASE

No. 11-065

August 8, 2011

MEDIA CONTACT: Lisa Y. Gross

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USED RESPONDS TO KENTUCKY'S CALL FOR NCLB FLEXIBILITY

(FRANKFORT, Ky.) – Kentucky, along with other states, has called for greater flexibility in implementing the requirements of the federal No Child Left Behind (NCLB) Act, and the U.S. Department of Education (USED) has responded.

USED announced today that President Barack Obama has approved the development of a waiver request process to enable states to ask for flexibility in implementing the requirements of NCLB during the 2011-12 school year.

Kentucky Education Commissioner Terry Holliday is now working with the state's Congressional delegation to address two main concerns.

“Kentucky school districts want a process that is timely,” said Holliday. “While we are encouraged by the peer review process that U.S. Secretary of Education Arne Duncan announced, we are concerned that the process may take several months. Our schools want to know as soon as possible if the waiver will be granted for the 2011-12 school year.

“Our school districts also are concerned that the conditions for waiver may be too prescriptive and not allow for state flexibility,” he said. “To date, 44 states have agreed to guiding principles around next-generation accountability models developed by the Council of Chief State School Officers. These guiding principles commit states to strong accountability systems that are built around state conditions and context.”

Commissioner Holliday will be scheduling meetings with each regional educational cooperative and other stakeholder groups to gain additional ideas for flexibility with NCLB regulations beyond the accountability model. The proposed timeline for releasing the framework for waiver requests is mid-September. There also likely will be a public comment period and then submission of waiver requests and peer reviews.

Secretary Duncan will have final approval of all waiver requests. Kentucky is developing a response to the waiver guidelines contained in Section 9401 of the Elementary and Secondary Education Act (ESEA, also known as NCLB).

“Secretary Duncan has mentioned ‘four pillars’ in his discussions about NCLB, and those are similar to the Obama administration’s ESEA reauthorization blueprint submitted last year,” said Holliday. “The Kentucky accountability model includes all four pillars (student growth, college/career readiness, use of data and teacher/principal effectiveness).”

See USED’s news release on the waiver process here:

<http://www.ed.gov/news/press-releases/obama-administration-proceeds-reform-no-child-left-behind-following-congressiona>

##

NEWS RELEASE

No. 11-086

October 4, 2011

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BOARD DISCUSSES ACCOUNTABILITY, TEACHER/LEADER EFFECTIVENESS

(FRANKFORT, Ky.) – At its regular meeting on Wednesday, the Kentucky Board of Education heard discussions and made decisions on a variety of items.

The board agreed to delay implementation of the world language Program Review, which is outlined in state regulation 704 KAR 5:230. That Program Review will be implemented in the 2014-15 school year in grades kindergarten through 12th, and results will be reported for the purposes of school and district accountability in the 2015-16 school year.

Per KRS 156.136, the board appointed Vearl Pennington to fill the temporary vacancy created by suspension of Bath County Board of Education member William Boyd. At a special-called meeting in September, the board suspended Boyd from his position as board member for 90 days.

The board heard reports and had discussions on a variety of items:

- Teacher and Leader Effectiveness from Preparation to Practice
- 2010-11 State Assessment Results
- state regulation 703 KAR 5:070, Inclusion of Special Populations in the State-Required Assessment and Accountability Programs
- state regulation 703 KAR 5:240, Next-Generation Learners Procedures
- repeal of assessment and accountability regulations to be replaced by 703 KAR 5:240
- state regulation 703 KAR 5:140, Requirements for school and district report cards
- Teach For America update
- Common Kindergarten Entry Assessment regulation
- audit update and review of the commissioner's and board's expenses

The board took the following actions:

- approved the 2012-2014 Biennial Budget
- approved the Legislative Agenda for the 2012 Regular Session of the General Assembly
- gave final approval to 704 KAR 19:001, the state regulation related to alternative education programs
- approved a request from the Ballard County school district for a waiver of 704 KAR 3:285, Section 9, which relates to the provision of gifted and talented education funds
- approved district facility plans for the Boyle, Hardin, Ohio, Owen, Spencer and Webster County school districts and the Fort Thomas Independent school district
- approved 2011-2012 Local District Tax Rates Levied
- approved the commissioner of education's written evaluation and goals for 2011-12

The Kentucky Board of Education's next regular meeting is scheduled for December 7 in Frankfort.

NEWS RELEASE

No. 11-091

October 28, 2011

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NCLB WAIVER APPLICATION POSTED FOR COMMENT

(FRANKFORT, Ky.) – The Kentucky Department of Education (KDE) has posted the state's application for flexibility under the Elementary and Secondary Education Act (ESEA) of 1965, which was reauthorized in 2001 as the No Child Left Behind (NCLB) Act.

KDE welcomes public comment on the state's application, which is posted on KDE's Unbridled Learning page. Comments and feedback may be sent to eseawaiverrequest@education.ky.gov. Comments will be accepted until Tuesday, November 8.

To help states move forward with education reforms designed to improve academic achievement and increase the quality of instruction for all students, in September, President Barack Obama and U.S. Education Secretary Arne Duncan [outlined](#) how states can get relief from provisions of NCLB in exchange for serious state-led efforts to close achievement gaps, promote rigorous accountability and ensure that all students are on track to graduate college- and career-ready.

Since the passage of NCLB, Kentucky has used a two-tiered accountability model for its public schools and districts that provides both state- and federal-level designations. If the state's application for flexibility is accepted, the Unbridled Learning Accountability Model would provide a single designation for both state and federal purposes.

The proposed accountability model also may be seen on the Unbridled Learning page.

The deadline for submission of the flexibility request is November 14, and the U.S. Department of Education will review applications in December. As of October 20, 42 states have indicated that they will request flexibility.

States can request waivers of 10 provisions of NCLB, including determining Adequate Yearly Progress (AYP), implementing school improvement requirements, allocation of federal improvement funding and more. States must address four principles in their requests for flexibility:

- college- and career-ready expectations for all students
- recognition, accountability and support for schools and districts
- support for effective instruction and leadership
- reduction of duplication and unnecessary reporting requirements

See more details on the flexibility opportunity at <http://www.ed.gov/esea/flexibility>.

##

NEWS RELEASE

No. 11-095

November 14, 2011

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FINAL NCLB FLEXIBILITY APPLICATION SUBMITTED

(FRANKFORT, Ky.) – The Kentucky Department of Education (KDE) has submitted the state's application for flexibility under the Elementary and Secondary Education Act (ESEA) of 1965, which was reauthorized in 2001 as the No Child Left Behind (NCLB) Act.

The application and related appendices may be seen on KDE's Unbridled Learning page.

To help states move forward with education reforms designed to improve academic achievement and increase the quality of instruction for all students, in September, President Barack Obama and U.S. Education Secretary Arne Duncan [outlined](#) how states can get relief from provisions of NCLB in exchange for serious state-led efforts to close achievement gaps, promote rigorous accountability and ensure that all students are on track to graduate college- and career-ready.

The deadline for submission of the flexibility request was November 14, and the U.S. Department of Education will review applications in December. States can request waivers of 10 provisions of NCLB,

including determining Adequate Yearly Progress (AYP), implementing school improvement requirements, allocation of federal improvement funding and more. States must address four principles in their requests for flexibility:

- college- and career-ready expectations for all students
- recognition, accountability and support for schools and districts
- support for effective instruction and leadership
- reduction of duplication and unnecessary reporting requirements

Since the passage of NCLB, Kentucky has used a two-tiered accountability model for its public schools and districts that provides both state- and federal-level designations. If the state's application for flexibility is accepted, the Unbridled Learning Accountability Model would provide a single designation for both state and federal purposes. The proposed accountability model also may be seen on the Unbridled Learning page.

See more details on the flexibility opportunity at <http://www.ed.gov/esea/flexibility>.

##

NEWS RELEASE

No. 11-102

December 7, 2011

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BOARD APPROVES REGULATIONS RELATED TO ASSESSMENT/ACCOUNTABILITY

(FRANKFORT, Ky.) – At its regular meeting on Wednesday, the Kentucky Board of Education heard discussions and made decisions on a variety of items.

The board heard an overview of Kentucky's request for a waiver from the federal Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind). The board also heard an update the Common Statewide Teacher and Principal Professional Growth and Effectiveness System.

The board gave final approval to state regulation 703 KAR 5:070 (Inclusion of special populations in the state-required assessment and accountability programs). Revisions to this regulation include removal of specific accommodations previously allowed during testing of reading and mathematics.

The board also gave final approval to 703 KAR 5:240 (Accountability definitions and procedures), the new state regulation providing administrative guidance and reporting processes for the state's new

accountability system. The board approved the repeal of several assessment and accountability regulations that are replaced by 703 KAR 5:240:

- 703 KAR 5:001, Assessment and accountability definitions
- 703 KAR 5:020, The formula for determining school accountability
- 703 KAR 5:040, Statewide Assessment and Accountability Program; relating accountability to A1 schools and A2-A6 programs
- 703 KAR 5:050, Statewide Assessment and Accountability Program; school building appeal of performance judgments
- 703 KAR 5:060, Interim assessment and accountability process
- 703 KAR 5:130, School district accountability
- 703 KAR 5:160, Commonwealth Accountability Testing System administration procedures

The board also gave final approval to state regulation 704 KAR 5:070 (Common kindergarten entry assessment), which will provide data on students' readiness for learning and success in kindergarten.

The board also took the following actions:

- gave final approval to 703 KAR 5:140 (Requirements for school and district report cards)
- approved the Legislative Agenda for the 2012 Regular Session of the General Assembly
- agreed to support the Kentucky Environmental Literacy Plan in conjunction with the implementation of next-generation science standards
- approved the request from the Fayette County Board of Education for a waiver of the timeline requirements for the leadership assessment set forth in 703 KAR 5:180, Section 2(1) and Section 3(1) and approval of the waiver for other districts in similar circumstances
- approved the request for a waiver of 702 KAR 5:060 Section 6(2) from the Ft. Thomas Independent school district to transport students using certified common carriers
- approved district facilities plans for the Barren County and Science Hill Independent school districts
- approved 2011-2012 local district tax rates levied
- certified the Facility Unmet Needs Report
- approved the Perry County school district's plan for land acquisition with a forbearance agreement

The board heard reports and had discussions on a variety of items:

- *Digital Learning 2020: A Policy Report for Kentucky's Digital Future*
- a new restraint and seclusion regulation
- amendments to 704 KAR 4:020, School Health Services
- 702 KAR 7:065, Designation of Agent to Manage High School Interscholastic Athletics and Revisions in Kentucky High School Athletic Association (KHSAA) Bylaws
- KHSAA Annual Reporting Requirements as required by 702 KAR 7:065

The Kentucky Board of Education's next regular meeting is scheduled for February 1, 2012, in Frankfort.

##

NEWS RELEASE

No. 12-008

February 9, 2012

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KENTUCKY GRANTED NCLB FLEXIBILITY REQUEST

(FRANKFORT, Ky.) – With the granting of flexibility under the federal Elementary and Secondary Education Act/No Child Left Behind (ESEA/NCLB), Kentucky's public school system will have one comprehensive system of accountability for both state and federal purposes to ensure college/career readiness for all students.

The U.S. Department of Education (USED) announced today that Kentucky's application for flexibility under ESEA/NCLB has been approved. The application and related appendices may be seen on KDE's Unbridled Learning page, [here](#).

"Kentucky is once again leading the nation in the area of public school accountability," said Gov. Steve Beshear. "This federal flexibility opens a new chapter in the Commonwealth's work to ensure a well-educated citizenry. I congratulate our teachers, administrators, state agency staff, Kentucky Board of Education members, legislators and education partners on this great accomplishment."

"The granting of this request means that Kentucky can continue the forward momentum that began with the passage of Senate Bill 1 in 2009," said Kentucky Education Commissioner Terry Holliday. "The accountability model that we will use for state and federal purposes provides in-depth information about every school and district, so that we can focus our resources on the areas of greatest need and challenge our students and educators to constantly improve toward the ultimate goal of college and career readiness."

Last year, to help states move forward with education reforms designed to improve academic achievement and increase the quality of instruction for all students, President Barack Obama and U.S. Education Secretary Arne Duncan [outlined](#) how states could get relief from provisions of NCLB in exchange for serious state-led efforts to close achievement gaps, promote rigorous accountability and ensure that all students are on track to graduate college- and career-ready.

Kentucky submitted its application for flexibility in November 2011. Kentucky requested waivers of provisions of NCLB, including determining Adequate Yearly Progress (AYP), implementing school improvement requirements, allocation of federal improvement funding and more. States were required to address four principles in their requests for flexibility:

- college- and career-ready expectations for all students
- recognition, accountability and support for schools and districts
- support for effective instruction and leadership
- reduction of duplication and unnecessary reporting requirements

Since the passage of NCLB in 2001, Kentucky has used a two-tiered accountability model for its public schools and districts that provides both state- and federal-level designations. Now that the state's request for flexibility has been approved, the Unbridled Learning: College/Career Readiness for All Accountability Model will provide a single designation for both state and federal purposes. The accountability model also may be seen on the Unbridled Learning [page](#).

SUMMARY OF KENTUCKY'S UNBRIDLED LEARNING ACCOUNTABILITY MODEL

The mandates of 2009's Senate Bill 1, along with state regulations, provide the blueprint for Kentucky's public school accountability model.

Senate Bill 1 required Kentucky to begin a new assessment and accountability system in the 2011-12 school year. The assessment and accountability model is a balanced approach that incorporates all aspects of school and district work and is organized around the Kentucky Board of Education's four strategic priorities: next-generation learners, next-generation professionals, next-generation support systems and next-generation schools/districts.

Achievement, measured by tests in reading, mathematics, science, social studies and writing, and Program Reviews in non-tested subjects such as arts and humanities and practical living/career studies are the heart of the model. Kentucky's model also places importance on identifying and closing achievement gaps among groups of students; providing support for low-performing schools; and linking teacher and principal evaluation information to educator preparation programs.

The ultimate goal of the Unbridled Learning accountability model is to ensure that all students are prepared for college and/or career by the time they graduate from high school.

The first release of data related to the new accountability model will occur in late summer/early fall 2012. For the 2011-12 school year, schools and districts will be gauged on test scores, achievement gap reduction, student academic growth, college/career readiness percentages and graduation rates. Schools and districts will have annual measureable objectives to reach in all of these areas.

Additional measures, such as Program Reviews and percentages of effective teachers and leaders, will be added in future school years.

Each school and district will receive an overall score on a scale of 0 to 100, and each will be classified to determine recognition or support. There are four main classifications: Distinguished, Proficient, Progressing and Needs Improvement. Each year, based on those classifications and overall scores, schools and districts will be placed in categories for the purposes of recognition, support and consequences:

- **Kentucky Schools or Districts of Distinction** will include the highest-performing elementary, middle and high schools or districts – those that score at the 95th percentile or higher on the overall score.
- **Kentucky Highest-Performing Schools or Districts** will include elementary, middle and high schools or districts that score at the 90th percentile or higher on the overall score.
- **Kentucky High-Progress Schools or Districts** will include Title I and non-Title I schools showing the highest progress, as compared to their peers, and school districts showing the highest progress, as compared to their peers.
- **Kentucky Focus Schools or Districts** will include schools and districts whose achievement gap scores are low, high schools with graduation rates below 60 percent for two consecutive years and schools in which specific student groups' scores are low.
- **Kentucky Priority Schools or Districts** will include schools that have been identified as "Persistently Low-Achieving" (PLAs) as defined by KRS 160.346 and districts whose overall scores are in the bottom 5 percent of overall scores for all districts that have failed to make AMO and AYP for the last three consecutive years.

The Schools or Districts of Distinction, Highest-Performing Schools or Districts and High-Progress Schools or Districts will receive recognition of their achievements, such as Web logos and other promotional materials. These schools also will serve as models for lower-performing schools.

The Focus Schools or Districts and the Priority Schools or Districts will engage in improvement activities that will include revision of their Comprehensive School or District Improvement Plans (CSIPs or CDIPs). These schools or districts also will receive ongoing assistance from the Kentucky Department of Education.

Focus Schools must use guidance from the Commissioner's Raising Achievement/Closing Gaps Council to write their needs assessments and revised CSIPs. Priority Schools must document meaningful family and community involvement in the strategies for improvement outlined in their CSIPs.

Priority Schools identified as "persistently low-achieving" will receive the supports and consequences outlined in [KRS 160.346](#) and [703 KAR 5:180](#).

The Kentucky Board of Education has approved several state regulations* that relate to the Unbridled Learning accountability model:

[703 KAR 5:070](#), Procedures for the inclusion of special populations in the state-required assessment and accountability programs – provides information on how students with disabilities and English-language learners are to be tested through state-level assessments.

[703 KAR 5:200](#), Next-Generation Learners – defines terms and categories and provides descriptions of how accountability measures are calculated.

[703 KAR 5:222](#), School and district accountability recognition, support and consequences – describes how schools and districts will be classified under the accountability system.

[703 KAR 5:230](#), Next Generation Instructional Programs and Support – provides details on Program Reviews.

[703 KAR 5:240](#), Accountability Definitions and Procedures – outlines how students are included in assessments and provides information about school participation in assessments.

***Please note that the language in the documents hyperlinked above may not reflect the most recent action of the Kentucky Board of Education.**

##

NEWS RELEASE

No. 12-019

March 15, 2012

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KENTUCKY TO APPLY FOR ADDITIONAL NCLB WAIVERS

(FRANKFORT, Ky.) – The U.S. Department of Education is now offering selected states the opportunity to request two additional waivers from the Elementary and Secondary Education Act/No Child Left Behind Act (ESEA/NCLB).

This opportunity is provided to states that already have received waivers from ESEA/NCLB. In February, Kentucky was granted a waiver that provided flexibility in many areas related to public school assessment and accountability.

These additional waivers were not included in the original waiver package, but were recognized by the U.S. Department of Education (USED) as necessary to complete the flexibility package. Two additional waivers are offered, and Kentucky will apply for both.

- Waiver of the requirements that state education agencies (SEAs) and local education agencies (LEAs, or school districts) make AYP determinations -- Performance toward annual measurable objectives (AMOs, or goals) for all student subgroups must still be reported, and that performance must support continuous improvement in Title I schools that are not Reward Schools, Priority Schools or Focus Schools. This waiver will reinforce Kentucky's use of the Unbridled Learning: College/Career Readiness for All accountability system to measure progress, rather than the NCLB model.
- Waiver of ESEA sections 1113(a)(3)-(4) and 1113(c)(1), which require an LEA to select its Title I schools, and allocate Title I, Part A funds to those schools, in rank-order of poverty – This waiver would permit an LEA to serve a Title I-eligible high school with a graduation rate below 60 percent and identified as a Priority School even if that school has a lower poverty rate than other Title I-participating schools in the LEA. This offers more flexibility to school districts in use of Title I, Part A funds as they serve schools designated as Priority Schools to address issues causing low academic performance.

The draft letter from Kentucky Education Commissioner Terry Holliday to the U.S. Department of Education that will serve as the official request for the waivers is posted [here](#).

Feedback or comments on the state's intent to apply for these waivers may be submitted to maryann.miller@education.ky.gov no later than close of business on Friday, March 23.

##

NEWS RELEASE

No. 12-028

April 17, 2012

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RESOURCES EXPLAIN ASSESSMENT/ACCOUNTABILITY MODEL

(FRANKFORT, Ky.) – The Kentucky Department of Education (KDE) has developed resources to help explain the state's new assessment and accountability model for public schools.

KDE has dedicated a page on its website to the Unbridled Learning: College/Career Readiness for All model, which was developed in response to the mandates of 2009's Senate Bill 1. The page is accessible by clicking the Unbridled Learning icon on the KDE homepage (www.education.ky.gov) or at this URL:

Items posted on the page include two brochures – one on assessment, another on accountability – aimed at parents, but also intended for a general audience. Those brochures are posted near the bottom of the page, in two formats (a printable brochure layout and a text version).

Another posted item called *Unbridled Learning Summary* provides a graphic representation of the way the new accountability model will impact schools and districts.

Kentucky Education Commissioner Terry Holliday explains the new accountability model in a videotaped presentation, also now available. The presentation may be accessed at mms://video1.education.ky.gov/Accountability_4-12-2012.

The Unbridled Learning accountability model will be applied for the first time to test scores and other data from the current school year. This month, public school students begin taking the new Kentucky Performance Rating for Educational Progress (K-PREP) tests in reading, mathematics, science, social studies and writing. Students also have participated in end-of-course assessments in specific subjects at the high school level. Scores from these tests, along with data on closing achievement gaps, student academic growth, graduation rates and college/career readiness, will be used to determine school and district accountability designations.

Those designations will be announced in the fall. In February 2012, the U.S. Department of Education approved Kentucky's application to use the Unbridled Learning model to provide both state and federal accountability designations for public schools and districts. In Kentucky, these designations will replace the two-tiered accountability system that was in place since the passage of the federal No Child Left Behind (NCLB) Act in 2001.

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FAQ on the Unbridled Learning: College/Career-Ready for All Accountability Model

Q: Why is Kentucky implementing a new system of assessment and accountability for public schools?

A: Senate Bill 1, passed in the 2009 session of the General Assembly, called for a new model that includes multiple measures of school and district effectiveness. Senate Bill 1 also mandated a new testing system, increased collaboration between higher education and P-12, and new academic standards in core subjects.

Q: Can scores and other data from this new system be compared to those from the old Commonwealth Accountability Testing System (CATS)?

A: No. The tests are different, and the standards that are assessed have changed. The two systems are not designed to show the same information. Even the percentages of students who are considered

proficient can't be compared, because the scores that students will have to achieve to be proficient will not be the same.

Q: How will schools and districts be held accountable?

A: Based on student test results and other data, schools and districts will get points in five areas:

- Achievement – Just as in the past, elementary and middle school students' scores will be labeled as novice, apprentice, proficient or distinguished. Kentucky's goal is 100 percent proficiency for all students. At high school, achievement is based on end-of-course exams and an on-demand writing test.
- Gap – Schools will compare test results for African-American, Hispanic, Native American, special education, low income and limited English proficiency students, combined into one gap group, to results for other students who aren't in those categories.
- Growth – A statistical program will measure how much students' scores are improving from one year to the next.
- College/Career Readiness – Schools and districts will provide information about how many students are ready for college and/or careers, based on test scores and certifications earned.
- Graduation Rate – Schools and districts will report how many students graduate within four years of high school.

These points will be combined into one overall score, on a scale of 0 to 100. The overall score will determine whether schools and districts are performing at high or low levels and how they are labeled.

Q: What happened to the NCLB labels?

A: In the fall of 2011, the U.S. Department of Education announced the opportunity for states to apply for waivers from the federal Elementary and Secondary Education Act, also known as the No Child Left Behind (NCLB) Act. These waivers effectively enabled states to develop their own accountability models that would serve both state and federal purposes. In February 2012, Kentucky's request to use the Unbridled Learning model was approved.

Here's a comparison of the former NCLB model and the Unbridled Learning model.

	NCLB	UNBRIDLED LEARNING
School/District Labels	Two separate labels for state and federal purposes	One label for both state and federal purposes
Accountability	Based on Adequate Yearly Progress (AYP); different types and numbers of goals for schools/districts	All schools/districts must improve, each year; lowest-performers get intense assistance; high performers recognized
Consequences	Only schools/districts funded by federal Title I program	All schools/districts
Testing for Accountability	Reading, mathematics, science	Reading, mathematics, science, social studies, writing
Other Measures	Graduation rates	Graduation rates, achievement gaps, college/career readiness, student academic growth Program Reviews for arts & humanities and practical living/career studies
Federal Funding	Limited flexibility	More flexibility to move funds where they are needed
School Transfers	Offered when practicable	Not offered; schools/districts required to make concrete efforts

		toward improvement
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Q: What kinds of tests do students take now?

A: The K-PREP tests are given to students in grades 3 through 12 and include reading, math, science, social studies, writing and end-of-course exams. The results of these tests are included in accountability calculations. Students in grades kindergarten through 2 will be given diagnostic tests in reading and math to determine readiness and to inform parents and teachers of students' skill levels.

Q: What about arts & humanities and practical living?

A: Instead of paper-and-pencil tests like those given in the past, schools will conduct annual Program Reviews in these areas. These reviews, which are done by school personnel, are designed to show whether schools are:

- improving the quality of teaching and learning for all students in all programs
- ensuring all students have equal access to the skills that will assist them in being productive citizens
- allowing students to demonstrate understanding beyond a paper-and-pencil test
- ensuring a school-wide integration of the program skills across all content areas

Q: When are state-level tests given?

A: Senate Bill 1 required that the reading, math, science, social studies and writing tests be given during the last 14 days of a school district's instructional calendar. End-of-course exams are given when students complete courses in English II, U.S. History, Biology and Algebra II. Juniors in the public school system also take the ACT, and that is administered in March. The EXPLORE test for 8th graders and PLAN test for 10th graders are given in the fall.

NEWS RELEASE

No. 12-042

June 6, 2012

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BOARD DISCUSSES STANDARDS-SETTING, BULLYING

(FRANKFORT, Ky.) – At its meeting on Wednesday, the Kentucky Board of Education heard updates and made decisions on a variety of items.

The board agreed unanimously to extend Education Commissioner Terry Holliday's contract for four years. (See News Release [12-040](#) for more details.)

The board also recognized Phillip Rogers, outgoing executive director of the Education Professional Standards Board, with a resolution noting his service to the Commonwealth.

Representatives from the Corbin Independent and Knox County school districts presented information during an appeal to the board related to a nonresident student agreement for the 2012-13 school year between the two districts. The board agreed to remand the issue back to the commissioner

for further consideration based on factual information related to court decisions, enrollment and other items.

The board heard updates on several items:

- a Learning Forward initiative that will help Kentucky and other states implement new subject-area standards
- standards-setting related to the Kentucky Performance Rating for Educational Progress (K-PREP) testing system
- how the Kentucky Center for School Safety and the Kentucky Department of Education (KDE) provide support for districts on the issue of bullying
- state regulation 704 KAR 3:305 (Minimum Requirements for High School Graduation) as it relates to 2012's Senate Bill 43
- a report on Title IX deficiencies for schools audited during the 2011-12 school year and planned activities for 2012-13

The board took several actions during the meeting:

- approved the Statements of Consideration for state regulations 703 KAR 5:070 and 703 KAR 5:225 [Statements of Consideration collect all comments related to regulations and make recommendations based on those.]
- agreed to move final action on state regulation 704 KAR 7:160 (Use of Restraint and Seclusion in Public Schools) to its August meeting
- approved the re-appointment of Cherissa L. Eden, Donna R. Lovell and Barbara M. Waltrip to the State Textbook Commission
- approved the re-appointment of William Beasley to the Kentucky High School Athletics Association Board of Control
- accepted the recommendation of the Kentucky Non-Public Schools Commission to certify 94 non-public schools
- approved district facility plans for the Crittenden, Grant, Henderson, Pulaski, Todd and Trimble County and Augusta and Murray Independent school districts
- approved district facility plan amendments for the Monroe County and Ashland Independent school districts
- approved the request for waiver of state regulation 702 KAR 5:060, Section 6(2) from the Ft. Thomas Independent school district to allow a one-time approval of certified common carriers for transportation
- approved the request for waiver of state regulation 702 KAR 4:180 by the Murray Independent school district
- approved the 2013 Kentucky Minimum Specifications for School Buses
- approved the 2011 Report, 2011 Exceptions and 2013 Plan as required by state regulation 702 KAR 1:115 (Annual in-service training of local district board members)
- approved the Kentucky Education Technology System (KETS) FY13 Unmet Need and KETS Expenditure Plan

The Kentucky Board of Education will hold a retreat and regular meeting on August 8 and 9 in Frankfort. For more information about the board, visit

<http://www.education.ky.gov/KDE/Administrative+Resources/Kentucky+Board+of+Education/> or click on the Kentucky Board of Education link on the Kentucky Department of Education's [homepage](#).

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October 22, 2012

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ASSESSMENT AND ACCOUNTABILITY DATA TO BE RELEASED

(FRANKFORT, Ky.) – The Kentucky Department of Education will release test score and school/district accountability data on Friday, November 2.

The data will be **embargoed until 12:01 a.m. ET** that day, meaning that media outlets may report on the data at any time on **Friday, November 2**. Data will be provided under embargo to media outlets prior to the public release on Nov. 2.

This marks the first release of data from the Unbridled Learning accountability model, which Kentucky implemented beginning in the 2011-12 school year. The data to be released on Nov. 2 reflects test scores and other information from that school year.

The Unbridled Learning model holds public schools and districts accountable for five primary areas:

- **Achievement** – student performance on subject-area tests
- **Gap** – gaps in academic performance among students who are ethnic minorities, have disabilities, are English language learners or come from low-income households and students who do not fit into those categories
- **Growth** – student academic growth in reading and mathematics
- **College/Career Readiness** – how well schools and districts prepare students for life after high school
- **Graduation Rate** – how many students graduate on time

Each school and district will receive an overall score on a scale from 1 to 100. Those scores will be rank-ordered by district and by elementary, middle and high school levels, then percentiles will be established so that each school and district will receive a percentile rank.

Schools and districts also will receive overall classifications, based on their overall scores:

- **Distinguished** – the top 10 percent of districts or schools from the elementary, middle and high school levels (90th percentile)
- **Proficient** – in the top 30 percent of districts or schools from the elementary, middle and high school levels (70th percentile)
- **Needs Improvement** – schools/districts falling outside of the Proficient or Distinguished categories and not meeting their AMOs (at or below the 69th percentile)

The Unbridled Learning accountability model is used for both state and federal reporting purposes. In early 2012, Kentucky received flexibility from the U.S. Department of Education to use this model in place of the No Child Left Behind (NCLB) model that had been in place since 2001.

The Kentucky Department of Education has developed several resources that may aid in reporters' and editors' understanding of the new system.

- a Frequently Asked Questions document that contains information related to the new system and data
- a video presentation, including a PowerPoint document, Q&A and questions from parents, aimed at reporters and editors and describing the data
- *A Parent's Guide to Accountability* and *A Parent's Guide to Testing*

All of these items are available on the Unbridled Learning page of the agency's website:

<http://education.ky.gov/comm/UL/Pages/default.aspx>. The FAQ document also is attached to this news advisory.

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NEWS RELEASE

No. 12-077

November 2, 2012

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FIRST RESULTS FROM UNBRIDLED LEARNING ACCOUNTABILITY MODEL RELEASED COLLEGE/CAREER READINESS IS A BRIGHT SPOT IN DATA

(FRANKFORT, Ky.) – The first results from Kentucky's Unbridled Learning accountability model indicate that, in 2011-12, slightly more than 47 percent of the state's public high school students were prepared for college and/or careers, the Kentucky Department of Education announced today.

This is a nine-percentage-point increase from the 2010-11 school year, for which the average college- and career-readiness rate was 38 percent.

"This increase, which translates to more than 4,500 students, is a direct result of Kentucky's schools' and districts' focus on college and career readiness," said Kentucky Education Commissioner Terry Holliday. "The overriding goal of the state's public education system is to prepare students for the

paths they want to take after high school, and these data show that we are making progress toward that goal.”

College/Career Readiness is one of five major components of the Unbridled Learning accountability model, which was applied to test scores and other data for the first time for the 2011-12 school year. The data released today is the first from the new model and includes information about Achievement, Gap, Growth, College/Career Readiness and Graduation Rate.

Public schools and school districts receive overall scores on a scale of 0 to 100 in the new model. On average, the statewide school overall score was 55.2. For elementary schools, the average was 57.3; for middle schools, 53.5; and for high schools, 54.8.

OVERALL SCORE AVERAGES AND COMPONENT POINT TOTALS						
	Overall	Achievement	Gap	Growth	College/Career Readiness*	Graduation Rate
Elementary	57.3	69.6	40.5	60.5	N/A	N/A
Middle	53.5	67.4	37.9	60.4	44.1	N/A
High	54.8	56.7	28.8	58.5	51.8	77.8

* College/Career Readiness includes the bonus calculation for accountability.

Five components contribute points to the overall score; each is weighted:

- **Achievement** – student performance on tests of reading, mathematics, science, social studies and writing
- **Gap** – comparing performance of students who are members of traditionally underperforming groups (ethnic minorities, special education, poverty and limited English proficiency) to the goal of 100 percent proficiency
- **Growth** – comparing an individual student’s score to the student’s academic peers to determine if typical or higher levels of growth have occurred
- **College/Career Readiness** -- high school graduates who have successfully met an indicator of readiness for college and/or careers
- **Graduation Rate** – the percentage of on-time graduates

WEIGHTS FOR UNBRIDLED LEARNING COMPONENTS						
Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate	Total
Elementary	30%	30%	40%	N/A	N/A	100%
Middle	28%	28%	28%	16%	N/A	100%

High	20%	20%	20%	20%	20%	100%
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Schools are rank-ordered by overall score and by elementary, middle and high school levels.

Districts are rank-ordered without dividing by levels.

Overall scores for elementary schools range from 28.0 to 85.2; for middle schools, from 29.3 to 91.6; and for high schools, from 27.9 to 87.3. Overall scores for districts range from 38.0 to 81.4.

SCORE RANGE	ELEMENTARY	MIDDLE	HIGH	DISTRICT
0 – 19.9	0	0	0	0
20.0 – 29.9	1	1	1	0
30.0 – 39.9	24	24	5	2
40.0 – 49.9	139	83	50	32
50.0 – 59.9	269	138	120	109
60.0 – 69.9	224	76	46	27
70.0 – 79.9	71	9	6	3
80.0 – 89.9	5	1	2	1
90.0 – 100.0	0	1	0	0
TOTAL	733	333	230	174

Based on their percentile rankings, schools and districts are placed in one of three classifications:

- Distinguished – Above 90th Percentile
- Proficient – 70th to 89th Percentile
- Needs Improvement – Below 70th Percentile

NUMBER OF SCHOOLS AND DISTRICTS BY CLASSIFICATION			
	Needs Improvement	Proficient	Distinguished
Elementary	507	149	77
Middle	232	65	36
High	160	46	24
Total Schools	899	260	137
Districts	121	35	18

Specific 2011-12 overall scores are associated with the 70th, 90th and 95th percentiles.

OVERALL SCORE LINK TO PERCENTILE RANK			
	70th Percentile	90th Percentile	95th Percentile

	(Proficient)	(Distinguished)	(School/District of Distinction)
Elementary	62.5	69.8	72.5
Middle	58.7	64.9	68.2
High	58.0	64.4	67.7
District	58.4	63.3	65.2

“Because this year’s data is the first from the Unbridled Learning model, I encourage educators, parents, communities, elected officials and others with a stake in public education to think of these classifications as a starting point for improvement,” said Holliday. “Although more than two-thirds of schools and districts are in the Needs Improvement category, this is not an indicator of failure. The Unbridled Learning model is one of continuous improvement, and schools and districts now have a wealth of data to use as they plan for improvement in student learning and achievement.”

Schools and districts also are placed in Rewards and Assistance Categories, based on overall scores and other data.

NUMBER OF SCHOOLS AND DISTRICTS BY REWARDS AND ASSISTANCE CATEGORY				
	School/District of Distinction	Highest Performing School/District	Focus School/District	Priority School/District
Elementary	40	37	103	0
Middle	17	17	106	9
High	11	8	75	32
Total Schools	68	62	284	41
Districts	9	9	17	N/A

Rewards and assistance categories are:

- **School/District of Distinction** -- a high-performing elementary, middle or high school or district that:
 - meets its current year AMO starting in 2012-13, student participation rate and graduation rate goal
 - has a graduation rate above 60 percent for the prior two years
 - scores at the 95th percentile or higher on the overall score
 - for a district -- does not have a school categorized as a focus school or priority school
- **Highest Performing School/District** -- an elementary, middle or high school or district that:
 - meets its current year AMO starting in 2012-13, student participation rate and graduation rate goal
 - has a graduation rate above 60 percent for the prior two years
 - scores at the 90th percentile or higher on the overall score

- for a district – does not have any schools categorized as Focus Schools or Priority Schools
- **Focus School** -- a school that:
 - has a non-duplicated student gap group score in the bottom ten percent of non-duplicated student gap groups scores for all elementary, middle and high schools
 - has an individual student subgroup within assessment grades by level with a score in the third standard deviation below the state average for all students
 - has a graduation rate that has been less than 60 percent for two consecutive years
- **Focus District** -- a district that has a non-duplicated student gap group score in the bottom ten percent of non-duplicated student gap group scores for all districts
- **Priority School** -- a school that has been identified as a “persistently low achieving (PLA)” school as defined by Kentucky Revised Statute KRS 160.346; does not apply to districts until the system has been in place for three consecutive years

COLLEGE/CAREER READINESS

The cornerstone of the Unbridled Learning Accountability model is college and career readiness. Kentucky reported College/Career Readiness Rates for schools and districts for the first time in 2010; those data were not used for accountability purposes, but served as a baseline.

Compared to 2010-11, the data for the 2011-12 school year show a nearly nine-point increase in the percentage of public school students who are considered ready for college or careers.

NUMBERS AND PERCENTAGES OF STUDENTS CONSIDERED COLLEGE AND/OR CAREER READY						
YEAR	Number of Graduates - Students with High School Diploma or Certificate of Attainment	College-Ready	Career-Ready	College and Career Non-Duplicated Total Count	Percentage of graduates College and/or Career Ready	Accountability Points with Bonus
2011-12	43,116	18,741	3,413	20,343	47.2%	51.8
2010-11	41,784	15,056	1,142	15,746	38%	N/A

- **College-Ready** -- graduates who met the Kentucky Council on Postsecondary Education (CPE) Systemwide Benchmarks for Reading, English and Mathematics on any administration of the ACT; also, students who passed a college placement test like Compass or KYOTE
- **Career-Ready** -- graduates who met benchmarks for Career-Ready Academic (ASVAB or ACT WorkKeys) and Career-Ready Technical (KOSSA or received an Industry-Recognized Career Certificate)
- **College and Career Non-Duplicated Total Count** -- includes only individual graduates who received high school diplomas or certificates of attainment and are college-ready and/or career-ready
- **Accountability Points with Bonus** – includes percentage of graduates college- and/or career-ready plus a half-point bonus for graduates meeting both college-ready and career-ready benchmarks

ACHIEVEMENT

Early estimates indicated that the percentages of students scoring at the proficient and distinguished levels on Kentucky Performance Rating for Educational Progress (K-PREP) tests in reading and mathematics would be as low as 40 percent (reading) and 36 percent (mathematics) at all grade levels. However, student performance was better than expected.

PERCENTAGE PERFORMING AT PROFICIENT/DISTINGUISHED LEVELS			
	Elementary	Middle	High
Reading	48.0%	46.8%	52.2%
Mathematics	40.4%	40.6%	40.0%
Writing On-Demand	31.7%	41.4%	43.8%
Science	68.8%	61.8%	30.3%
Social Studies	59.8%	58.6%	39.5%
Language Mechanics	49.1%	38.4%	50.7%

In 2010, Kentucky adopted the Common Core State Standards in reading, writing and mathematics. These standards, which are more rigorous than previous standards, were implemented in the state's public school system in the 2010-11 school year. Students were first tested on the new standards in the spring of 2012.

The Common Core State Standards have been adopted by nearly every state, and work is underway on common standards in science and social studies.

Public school students in grades 3-8 take K-PREP tests in reading, mathematics, science, social studies, writing and language mechanics. Their performance is categorized as novice, apprentice, proficient or distinguished.

High school students take K-PREP tests in writing and language mechanics, plus End-of-Course assessments in English II, Algebra II, Biology and U.S. History. Their performance is categorized in the same manner as elementary and middle school students' performance.

Student performance in subjects other than reading and mathematics showed traditional patterns of performance. The assessments for science and social studies are based on standards in the *Kentucky Common Core Assessment 4.1*, which was last revised in 2006. The language mechanics assessments are part of the norm-referenced test items, which provide national comparisons.

GAP

Kentucky's goal is 100 percent proficiency for all students. The distance from that goal or gap is measured by creating a student Gap Group — an overall count of student groups that have historically had achievement gaps. Student groups combined in the overall count include ethnicity/race (African American, Hispanic, Native American), special education, poverty (free/reduced-price meals) and limited English proficiency.

To calculate the combined student Gap Group, non-duplicated counts of students who score proficient or higher and are in any of the student groups are added together. This yields a single gap number of proficient or higher students in the Student Gap Group, with no student counting more than one time and all students in included groups being counted once.

In general, the data indicate that Gap Group students at the elementary level are closer to the goal of 100 percent proficiency in most subject areas than students at the middle and high school levels. The largest gap for elementary school students is in writing; the largest for middle school students is in language mechanics; and the largest for high school students is in science.

PERCENTAGE OF NON-DUPLICATED GAP GROUP STUDENTS PERFORMING AT PROFICIENT/DISTINGUISHED LEVELS						
	Reading	Mathematics	Science	Social Studies	Writing	Language Mechanics
Elementary	37.5	30.3	59.4	48.9	23.1	38.6
Middle	34.8	28.7	50.1	46.0	30.8	27.6
High	38.4	27.9	18.5	26.3	31.5	38.6

GROWTH

The Growth category uses a Student Growth Percentile, comparing an individual student's score to the student's academic peers. It recognizes schools and districts for the percentage of students showing typical or higher levels of growth in reading and mathematics. For elementary and middle schools, growth is based on annual reading and mathematics tests in grades 3-8. At high school, the same model of recognizing student performance uses the PLAN (grade 10) and ACT (grade 11) composite scores in reading and mathematics for comparison. Points are awarded for the percentage of students showing typical or higher growth, which is defined as being at the 40th percentile.

The percentage of students showing academic growth is comparable across all grade levels.

PERCENT OF STUDENTS SHOWING ACADEMIC GROWTH			
	Reading	Mathematics	Reading and Mathematics Average

Elementary	60.5	60.4	60.5
Middle	60.4	60.4	60.4
High	59.0	57.9	58.5

GRADUATION RATE

As reported in August, the public high school graduation rate for the 2010-11 school year improved slightly over the rate for the previous year. The statewide Averaged Freshman Graduation Rate (AFGR) for the 2010-11 school year was 77.8 percent, an increase from 2009-10's 76.7 percent. (Graduation rate data is lagged by one year for accountability purposes.)

For the Unbridled Learning accountability model, a graduation rate for each high school and district that contains one or more high schools is reported annually, and the rates receive a weighted point total, just as the other four components will.

For more details, including disaggregated data, visit the [School Report Card](#) on the Kentucky Department of Education's website. Not to be confused with student report cards, these Report Cards provide information about each school and district, including test performance, teacher qualifications, student safety, awards, parent involvement and much more. The School and District Report Cards were established by statute, [KRS 158.6453](#), and regulation, [703 KAR 5:140](#). Additionally, the Report Cards must incorporate the requirements of the federal [No Child Left Behind \(NCLB\)](#) Act.

##